

## networks

There's More Online!

- CHART The African Slave Trade
- GRAPHIC NOVEL The Middle Passage
- GRAPHIC ORGANIZER The Triangular Trade
- MAP The Triangular Trade
- SELF-CHECK QUIZ
- VIDEO New York's Early History

### Lesson 1

## Colonial Economy

**ESSENTIAL QUESTION** How does geography influence the way people live?

### IT MATTERS BECAUSE

The unique resources and conditions that existed in each colony helped shape colonial economies and ways of living.

## Making a Living in the Colonies

**GUIDING QUESTION** How did the economic activity of the three regions reflect their geography?

Life in colonial America was based largely on agriculture. Most colonists farmed or made their livings from related activities such as milling flour. Geography played an important role in the colonies' economic development. Colonists learned to adapt to the climate and terrain of the region where they lived.

### Commercial New England

In New England, long winters and thin, rocky soil made large-scale farming difficult. Most farmers here practiced **subsistence farming** (suhb•SIS•tuhns)—producing enough to meet the needs of their families, with little left over to sell or trade. New England farmers often depended on their children for labor. Everyone in the family worked—spinning yarn, milking cows, fencing fields, and sowing and harvesting crops. Women made cloth, garments, candles, and soaps for their families.

Throughout New England were many small businesses. Nearly every town had a mill for grinding grain or sawing lumber. People used waterpower from streams to run the mills. Large towns attracted skilled craftspeople. Among them were blacksmiths, shoemakers, furniture makers, and gunsmiths.

### TEKS Texas Essential Knowledge and Skills

7C Analyze the impact of slavery on different sections of the United States.

70B Compare places and regions of the United States in terms of physical and human characteristics.

11A Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries.

11C Describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.

12B Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.

14B Describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.

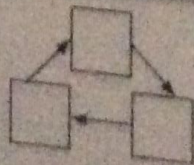
23A Identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.

23D Analyze the contributions of people of various racial, ethnic, and religious groups to U.S. national identity.

### Reading HELPDESK

#### Taking Notes: Describing

As you read, use a diagram like this one to describe the triangular trade routes.



#### Content Vocabulary

- subsistence farming
- cash crop
- diversity
- triangular trade
- slave code

Little commerce or industry developed there. For the most part, London merchants rather than local merchants from the colonies managed Southern trade.

Most large plantations were located in the Tidewater, a region of flat, low-lying plains along the seacoast. Planters built their plantations on rivers so they could ship their crops to market by boat. A plantation was like a small village. It had fields stretching out around a cluster of buildings, including cabins, barns, and stables, as well as carpenter and blacksmith shops, storerooms, and kitchens. A large plantation might have its own chapel and school. Small plantations often had fewer than 50 enslaved workers. Large ones typically had 200 or more.

Between the Tidewater and the Appalachian Mountains lay a region of hills and forests known as the backcountry. Its settlers included hardy newcomers to the colonies. They grew corn and tobacco on small family farms. Some had one or two enslaved Africans to help with the work. Backcountry farmers greatly outnumbered large plantation owners. Still, the plantation owners were wealthier and more powerful. They controlled the economic and political life of the region.

### Tobacco and Rice

Tobacco was the **principal** cash crop in Maryland and Virginia. Growing tobacco and preparing it for sale required a lot of labor. At first, planters used indentured servants to work in the fields. These servants worked for a specified period of time and then were freed. When indentured servants became scarce and expensive, Southern planters began using enslaved Africans instead.

Slaveholders with large farms grew wealthy by growing tobacco. They sold most of it in Europe. Sometimes, though, there was too much tobacco on the market—more than buyers wanted. To sell the extra tobacco, planters had to lower their prices. As a result, their profits fell. Some planters switched to other crops, such as corn and wheat.

The geography of South Carolina and Georgia helped make rice the main cash crop there. In low-lying areas along the coast, planters built dams to create rice fields called paddies. Planters flooded the fields when the rice was young and drained them when the rice was ready to harvest.

Work in the rice paddies was hard. It involved standing knee-deep in the mud with no protection from the blazing sun or biting insects. To do this work, rice growers **relied** on enslaved workers.

#### Reading HELPDESK

##### Academic Vocabulary

**principal** most important

##### Build Vocabulary: Related Words

If the word *principal* means

SKILLS PRACTICE

Shipbuilding was an important New England industry. The lumber for building ships came from the region's forests. Workers floated the lumber down rivers to shipyards in coastal towns. The Northern coastal cities served as centers of the colonial shipping trade, linking the Northern Colonies with the Southern Colonies—and America with other parts of the world.

Fishing was also important. Nearby lay the Grand Banks, a shallow area in the Atlantic Ocean that teemed with cod, mackerel, halibut, and herring. Some New Englanders ventured far out to sea to hunt whales for oil and whalebone.

### The Middle Colonies

Most people in the Middle Colonies were farmers. This region enjoyed more fertile soil and a slightly milder climate than New England. Farmers here plowed and planted larger areas of land and produced bigger harvests than did New Englanders. In New York and Pennsylvania, farmers grew large quantities of wheat and other **cash crops**—crops that could be sold easily in markets in the colonies and overseas.

Farmers sent wheat and livestock for shipment to New York City and Philadelphia, which became busy ports. By the 1760s, Philadelphia, New York City, and Boston were the largest cities in the American colonies.

Like the New England Colonies, the Middle Colonies also had industries. Some were home-based crafts, such as carpentry and flour milling. Others were larger businesses—lumber mills, mines, ironworks, small-scale manufacturing, and so on.

The Middle Colonies attracted many Scots-Irish, German, Dutch, and Swedish settlers in the 1600s. Using agricultural methods developed in Europe, these immigrants became successful farmers. They gave the Middle Colonies a cultural **diversity** (dūh•VUHR•suh•tee), or variety, not found in New England.

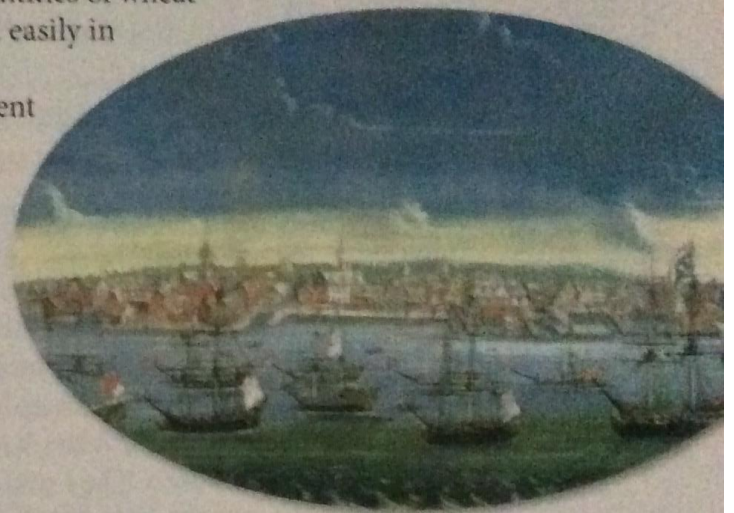
### Life in the Southern Colonies

The Southern Colonies had rich soil and a warm climate well suited to certain kinds of farming. Southern farmers could plant large areas and produce harvests of cash crops, such as tobacco or rice. Most settlers in the Southern Colonies made their living from farming.

New York City, shown here in the late 1750s, was a bustling center of trade and population in the American colonies.

#### ► CRITICAL THINKING

**Analyzing** What geographic features helped New York thrive as a seaport?



**subsistence farming** producing just enough to meet immediate needs

**cash crop** a crop that can be sold easily in markets

**diversity** variety, such as of ethnic or national groups

## AFRICAN SLAVE TRADE 1450-1870

AFRICAN SLAVE TRADE	
Destination	Percentage
Caribbean	50%
Brazil	33%
Central South America	12%
North America	5%

Source: The Trans-Atlantic Slave Trade Database



Millions of Africans were victims of the slave trade. Antislavery groups used this diagram of the slave ship to show the cruelty of the slave trade. First published in 1789, this powerful image was reprinted many times in the years that followed.

Captives crowded together

### INFOGRAPHIC

Millions of Africans were victims of the slave trade.

#### 1 MAKING CONNECTIONS

Based on what you have learned about slavery, what kind of agriculture do you suppose was practiced in the Caribbean?

#### 2 CRITICAL THINKING

*Drawing Conclusions* What do you think was the impact of the slave trade on African cultures?

Rice proved to be an even more profitable crop than tobacco. Prices rose steadily as rice became popular in Europe. By the 1750s, South Carolina and Georgia had the fastest-growing economies in the colonies.

### READING PROGRESS CHECK

**Summarizing** Why did plantation agriculture develop in the Southern Colonies?

## The Growth of Slavery

**GUIDING QUESTION** Why were enslaved Africans brought to the colonies?

By the time Europeans were sailing to the Americas, slavery was widely practiced in West Africa. Many West African kingdoms enslaved those they defeated in war. Slave traders from Arab lands bought some of these enslaved people. Others were forced to work in gold mines or in farm fields.

The European colonization of the Americas created new demands for enslaved workers. Colonists needed workers for their plantations. West African slave traders met this need, selling captives they gained through wars and raids. The transatlantic slave trade brought millions of Africans to the Americas. Slavery and the slave trade became major parts of the colonial economy.

For enslaved Africans, the voyage to America usually began with a march to a European fort on the West African coast. There, they were sold to Europeans who loaded them on ships.

## TRIANGULAR TRADE



### ECONOMY SKILL

On this map, you can see how the trade routes between the colonies, Great Britain, and Africa formed triangles. The triangular trade supported the economies of all three regions—though at a terrible human cost. The map shows which goods and products came from which locations.

**1 LOCATION** From where did the American colonies receive raw sugar?

**2 CRITICAL THINKING**  
**Anytime** What was the main role of Great Britain in the triangular trade?

### The Middle Passage

The trip across the ocean was called the "Middle Passage." This name came from the fact that it was often the middle leg of the three-part route known as the **triangular trade**. People called this route "triangular" because, as the ships traveled between their destinations, their paths formed the three sides of a triangle.

The Middle Passage was a terrible ordeal. Chained together for more than a month, prisoners could hardly sit or lie down in the crowded ship decks. They received little food or water. Africans who died or became sick were thrown overboard. Those who refused to eat were whipped.

Those who survived the journey faced another terror when they reached American ports—the slave market. There they were physically examined and put up for sale as laborers to plantation owners.

### Life Under Slavery

Some enslaved Africans on plantations did housework, but most worked in the fields. Many enslaved people suffered great cruelty. Owners of large plantations hired overseers, or bosses, to keep the enslaved Africans working hard.

### Reading HELPDESK

**triangular trade:** a trade route between three destinations, such as Britain, West Africa, and the West Indies.

**slave code:** laws focusing on the behavior and punishment of enslaved people.

Many colonies had **slave codes**, rules governing the behavior and punishment of enslaved people. Some did not allow enslaved workers to leave the plantation without the slaveholder's written permission. Some made it illegal to teach enslaved people to read or write. Enslaved people were seldom allowed to move about freely or gather in large groups. Punishments ranged from whipping for even minor misdeeds to hanging or burning to death for more serious crimes. Enslaved persons who ran away were punished severely when caught.

Although enslaved Africans had strong family ties, their families were often torn apart when a slaveholder sold a spouse, parent, or child. Many of the enslaved found strength in their African roots. They developed a culture that drew on the languages, customs, and religions of their African homelands.

Some enslaved Africans learned trades, such as carpentry, blacksmithing, or weaving. Skilled workers could sometimes set up shops, sharing their profits with the slaveholders. Those lucky enough to be able to buy their freedom joined the small population of free African Americans.

### Critics of Slavery

Not all colonists believed in slavery. Many Puritans, for example, refused to hold people in slavery. In Pennsylvania, Quakers and Mennonites condemned slavery. Eventually, the debate over slavery would spark a bloody war between North and South.

### READING PROGRESS CHECK

**Describing** What role did Africans play in the economy of the Southern Colonies?



In large plantations, the owner or a hired overseer looked on while enslaved workers worked in the fields from sunrise to sunset.



Include the report alternative in your Focus®



## LESSON 1 REVIEW



### Review Vocabulary

1. Define the following terms by using them in a sentence about colonial farming. **304, 308**
  - a. subsistence farming
  - b. cash crop
2. Explain the significance of the following terms by using each in a sentence. **304, 308**
  - a. triangular trade
  - b. diversity
  - c. slave code

### Answer the Guiding Questions

3. **Contrasting** How did the soil and climate in New England differ from the soil and climate in the Middle Colonies? How did this affect agriculture in those regions? **188, 194, 208**
4. **Identifying Cause and Effect** Why did the transatlantic slave trade develop? **128, 205**
5. **EXPOSITORY WRITING** Choice is one of the characteristics of the U.S. free enterprise system. How did the economic decisions of farmers and manufacturers of the Middle Colonies exhibit choice? Explain why the freedom to make economic choices is a benefit of the free enterprise system. **201**

### Resources

#### There's More Online

- ✓ **TEACHING**  
Activities
- ✓ **GAME** *Government*
- ✓ **GRAPHIC ORGANIZER**  
*Principles of Government*
- ✓ **SELF-CHECK QUIZ**
- ✓ **VIDEO** *Colonies, Government, and the American Revolution*



## Lesson 2

# Colonial Government

**ESSENTIAL QUESTION** How does the American system of government work?

### IT MATTERS BECAUSE

Using ideas from England and their own experiences, American colonists began developing their beliefs about the proper form and role of government.



#### TEKS: Texas Essential Knowledge and Skills

- 2A Identify reasons for European exploration and colonization of North America.
- 2B Explain the reasons for the growth of representative government and institutions during the colonial period.
- 4A Analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.
- 7A Identify the influence of ideas from English documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and various non-Federalist writings, on the U.S. system of government.

## English Principles of Government

**GUIDING QUESTION** Why are protected rights and representative government important principles?

When English colonists came to North America, they brought with them English ideas about government. These ideas had been developing in England over hundreds of years. By the 1600s, the English people had won political liberties, such as trial by jury, that were largely unknown elsewhere.

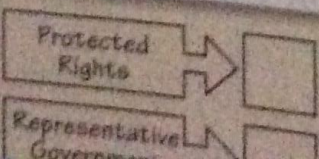
At the heart of the English system were two principles of government—protected rights and representative legislatures. These two principles greatly influenced the development of the United States and are important parts of the U.S. Constitution.

### Protected Rights

The colonists believed that government must respect civil liberties, or rights. In fact, the protection of people's rights was a central idea in the English system of government. It first appeared in the Magna Carta, or Great Charter, which King John signed on June 15, 1215. This document gave English people protection against unjust treatment or punishment. For the English, even kings and queens were bound by the law.

### Reading HELPDESK

**Taking Notes: Explaining**  
As you read, use a diagram like this one to explain protected rights and representative government.



#### Content Vocabulary

- **representative government**
- **mercantilism**
- **import**

## Representative Government

The English had a tradition of **representative government**, in which people elect delegates to make laws and conduct government. The English Parliament was a representative assembly. It had the power to legislate, or make laws.

Parliament had two chambers, or houses: the House of Lords and the House of Commons. Only the eldest sons of England's aristocracy—the upper, ruling class—could sit in the House of Lords. The House of Commons included commoners—mostly merchants or property owners elected by other property owners. American legislatures grew, in part, from this English model.

In the mid-1600s, Parliament and King James II began a struggle for power. In 1688, Parliament removed King James II from power and crowned William and Mary to rule. William and Mary promised to govern England according to the “statutes [laws] in Parliament agreed upon, and the laws and customs of the same.” The English called this peaceful transfer of power the Glorious Revolution. It brought a major change in the idea of government in England. From that time forward, no ruler would have more power than the legislature.

## The English Bill of Rights

To set clear limits on a ruler's powers, Parliament drew up the English Bill of Rights in 1689. The Bill of Rights stated that the ruler could not **suspend** Parliament's laws, **impose** taxes, or raise an army without Parliament's consent. Members of Parliament had to be freely elected. Citizens of England had the right to a fair trial by jury in court cases. The Bill of Rights also banned cruel and unusual punishments.

## Government in America

Each of the thirteen colonies began as either a charter or a proprietary colony. Charter colonies were based on a charter, a grant of rights by the English monarch to a company. Massachusetts was a charter colony.

Established in 1619, the Virginia House of Burgesses was the first legislature in the English colonies. It became a foundation for the principle of self-government in colonial America and, later, the United States.



### representative government

a system by which people elect delegates to make laws and conduct government

### Academic Vocabulary

**suspend** to set aside or temporarily stop operation of something

**impose** to force on others





In New England, town meetings were held in meeting houses like this one in Pelham, Massachusetts. Built in 1743, Pelham's Old Meeting House is the oldest town hall in continuous use in the nation.

Proprietary colonies were the property of an owner or group of owners. These proprietors ruled more or less as they wished. For example, they named their own governors and many other colonial officials. Pennsylvania was a proprietary colony.

Some colonies later became royal colonies, under direct English control. Virginia became the first royal colony in 1624. In a royal colony, Parliament appointed a governor and council, known as the upper house. The colonists selected an assembly, or lower house. The governor and council usually did as the English king and Parliament told them. This often led to conflicts with the assembly. For example, colonists got angry when officials enforced tax or trade laws.

Not all colonists had a voice in government. In general, only white men who owned property could vote. Most women, indentured servants, landless poor, and African Americans could not vote. Still, compared to Europe, the share of the colonial population taking part in government was large. This training proved valuable when the colonies became independent.

### Local Government in the Colonies

Over time, townspeople began discussing local issues at town meetings. These developed into local governments, with landowners holding the right to vote and pass laws. Because colonists in many areas took part in local government, they developed a strong belief in their right to govern themselves. Town meetings helped set the stage for the American Revolution.

#### READING PROGRESS CHECK

**Understanding Supporting Details** In what part of the government were colonists represented in a royal colony?

## English Economic Policies

**GUIDING QUESTION** How did the colonists react to England's economic policies?

Beginning in the 1600s, many European nations followed a theory known as **mercantilism** (MUHR•kuhn•tuh•lih•zuhm). Mercantilism holds that a country builds wealth and power by building its supplies of gold and silver. To achieve this goal, a country must **export**, or sell to other countries, more than it

#### SKILLS PRACTICE

As you read your text, notice how key vocabulary words are used in sentences. Look for pictures and captions that include these words.

#### Reading HELPDESK

**mercantilism** an economic theory whose goal is building a state's wealth and power by increasing exports and accumulating precious metals in return

**export** to sell abroad

**imports**, or buys from other countries. A country must also seek colonies, which could supply raw materials and serve as a market for exports.

The English followed a mercantilist policy. They looked to the American colonies for raw materials, such as tobacco, rice, indigo, wheat, lumber, fur, leather, fish, and whale products. They also wanted the colonists to buy English manufactured goods, such as tools, clothing, and furniture.

To control this trade, England began passing a series of laws called Navigation Acts in the 1650s. These laws forced colonists to sell their raw materials to England even if they could get a better price elsewhere. Goods bought by the colonies from other countries in Europe had to go to England first and be taxed. All trade goods had to be carried on ships built in England or the colonies. The crews on the ships had to be English as well.

### Colonial Resistance

The colonists at first accepted the Navigation Acts because the laws guaranteed them a place to sell their raw materials. Later, the colonists came to resent English restrictions. With their population growing, colonists wanted to manufacture their own goods rather than import them from England. They also wanted to sell their products to buyers other than England. Colonial merchants began smuggling, or shipping goods without government permission or payment of taxes. Controls on trade would later cause conflict between the American colonies and England.

#### READING PROGRESS CHECK

**Making Generalizations** What was the purpose of the Navigation Acts?



Share the most  
information in your  
classroom!



Many items in a colonial kitchen were tinware imported from England. Because of its silvery color, tinware was often called "poor man's silver." Although it was thought to be inferior to china or silver, tinware goods were less breakable than china and easier to clean than silverware.



## LESSON 2 REVIEW



### Review Vocabulary

1. Use the words *import*, *export*, and *mercantilism* in a paragraph about the colonies. 30A; 30D
2. Write a sentence about the political ideas of the English colonists, using the term *representative government*. 30A; 30B

### Answer the Guiding Questions

3. **Analyzing** Where did the colonists get their ideas and attitudes about government? 15A
4. **Explaining** How did the colonists react to Britain's economic policies?
5. **PERSUASIVE WRITING** Write a speech from the perspective of a merchant in the colonies, explaining how Britain's mercantilist policies affect your business. 4A; 29D; 30D

## networks

There's More Online!

- GAME** Column Game
- GRAPHIC ORGANIZER**  
The First Great Awakening  
and the Enlightenment
- PRIMARY SOURCE**  
Freedom of the Press
- SELF-CHECK QUIZ**
- SLIDE SHOW** A Child's Life in  
the Colonies
- VIDEO** The Great Awakening



### Texas Essential Knowledge and Skills

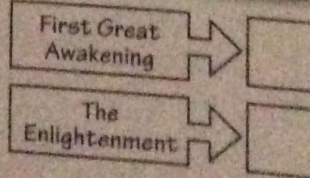
- 3A** Explain the reasons for the growth of representative government and institutions during the colonial period.
- 3C** Describe how religion and virtue contributed to the growth of representative government in the American colonies.
- 19C** Explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family.
- 23A** Identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.
- 23D** Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.
- 23E** Identify the political, social, and economic contributions of women to American society.
- 25A** Trace the development of religious freedom in the United States.
- 25B** Describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings.

## Reading HELPDESK

### Taking Notes: Identifying Cause and Effect

As you read, use a diagram like this one to explain how the First Great Awakening and the Enlightenment affected the colonists.

146 *Life in the American Colonies*



### Content Vocabulary

- immigration
- civic virtue
- epidemic
- apprentice

## Lesson 3

# Culture and Society

**ESSENTIAL QUESTION** How do new ideas change the way people live?

## IT MATTERS BECAUSE

An American culture, influenced by religion and education, began to develop in the colonies.

## Life in the Colonies

**GUIDING QUESTION** What was life like for people living in the thirteen colonies?

The number of people living in the thirteen colonies rose from about 250,000 in 1700 to approximately 2.5 million by the mid-1770s. The population of persons of African descent increased at an even faster rate—from about 28,000 to more than 500,000.

**Immigration** (im•ih•GRAY•shuhn)—the permanent moving of people into one country from other countries—was important to this growth. Between 1607 and 1775, an estimated 690,000 Europeans came to the colonies. Also during this time, traders brought in 278,000 enslaved Africans to the colonies.

There was another reason for the growing population. Colonial women tended to marry early and have large families. In addition, the colonies—especially New England—turned out to be a very healthy place to live compared to other parts of the world.

Still, compared to today, life was fragile. For example, women often died in childbirth. Outbreaks of serious diseases such as smallpox were common. Many people died in **epidemics** (eh•puh•DEH•mihks), outbreaks that affect large numbers of people. In 1721, for example, a smallpox epidemic in the city of Boston killed about 850 people, or 15 percent of the city's population.

## A New American Spirit

Many Americans were born in other countries. They brought with them different languages and ways of thinking. In the colonies, immigrants became something new and different—they became Americans. In 1782 French writer J. Hector St. John De Crèvecoeur (kreev-KUHR) described this new type of person:

### PRIMARY SOURCE

“He is an American, who, leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the new government he obeys, and the new rank he holds. . . . Here individuals of all races are melted into a new race of man, whose labors and posterity will one day cause great changes in the world.”

—from *Letters from an American Farmer*



In 1721 Boston clergyman Cotton Mather suggested a daring answer to smallpox—inoculation, or injecting smallpox virus into healthy people. Often, inoculation causes only mild disease and leaves the body protected from illness in the future. In 1796, Edward Jenner, shown inoculating a child, developed a safer smallpox vaccine.

A spirit of independence developed early in the history of the American people. Far from the rules and limits of their home countries, settlers began to develop their own ways of doing things. Throughout the colonies, people **adapted** their traditions to the new conditions of life.

Religion, education, and the arts contributed to a new American culture. The family, however, formed the basic foundation of colonial society—for those who were not enslaved, at least.

## Family Roles

Men were the formal heads of the households. They managed the farm or business and represented the family in the community. On the farm, men worked in the fields and built barns, houses, and fences. Sons might work as indentured servants for local farmers or become apprentices. An **apprentice** (uh•PREHN•tuhs) agrees to work with a skilled craftsperson as a way of learning a trade.

Women ran their households and cared for children. Many worked in the fields with their husbands. Married women had few rights. Unmarried women might work as maids or cooks.

**immigration** the permanent movement of people into one country from other nations

**epidemic** an illness that affects large numbers of people

**apprentice** a young person who learns a trade from a skilled craftsperson

## Academic Vocabulary

**adapt** to change in response to a new set of conditions

## Connections to TODAY

### Colleges and Universities

Several colleges and universities founded in colonial times are still educating students today. For example, Harvard University in Massachusetts got its start in 1636 as a school for training ministers. Next came Virginia's College of William and Mary, founded in 1693. Yale University in Connecticut started as a school in 1701. The University of Pennsylvania in Philadelphia began as a charity school in 1740.

A hornbook, made of a wooden paddle with lessons tacked onto it, helped young students learn to read.



### Reading HELPDESK

#### Reading in the Content Area: Percentages

Many social studies texts give information in percentages. A percentage gives information as a fraction—how many out of 100. For instance, 12 percent, which may also be written 12%, means 12 out of every 100. Twelve percent of 200 would be 24, and twelve percent of 1,000 would be 120. Percentages allow for easy comparison of different numbers.

Widows and older women who had never married might work as teachers, nurses, or seamstresses. They could run businesses and own property, but they could not vote.

Even children as young as four or five often had jobs. When they played, they enjoyed simple games, such as hopscotch or leap frog. Their toys were usually made from common objects.

### READING PROGRESS CHECK

**Describing** Describe two common health risks faced by colonists in America.

## American Beliefs

**GUIDING QUESTION** What values and beliefs were important to the American colonists?

The American spirit and the family served as foundations for life in the colonies. In addition, Americans shared a commitment to education, strong religious beliefs, and openness to new ideas.

### Colonial Education

Most colonists valued education. Parents often taught their children to read and write at home. In New England and Pennsylvania, in particular, people set up schools to make sure everyone could read and study the Bible. In 1647 the

Massachusetts Puritans passed a public education law requiring communities with 50 or more families to have a public school.

The result was a high level of literacy in New England. By 1750, about 85 percent of the men and about half of the women were able to read. Many learned from *The New England Primer*.

Most schools in the Middle Colonies were private. Widows or unmarried women ran many of those schools. Quakers and other religious groups ran others. In towns and cities, craftspeople often set up night schools for their apprentices. The earliest colleges were founded to train ministers.

### The First Great Awakening

Religion had a strong influence in colonial life. In the 1730s and 1740s, a religious revival called the First Great Awakening swept through the colonies. In New England and the Middle Colonies, ministers called for "a new birth," a return to the strong faith of earlier days. One such minister was Jonathan Edwards of

Massachusetts, who gave powerful sermons. George Whitefield, an English preacher who arrived in the colonies in 1738, inspired worshippers in churches and open fields from Georgia to New England.

The Great Awakening inspired greater religious freedom. It led to the formation of many new types of churches. The new churches placed an **emphasis** on having personal faith rather than on church rituals. More colonists began choosing their own faith, and the strength of established official churches declined. As a Baptist preacher noted, "The common people now claim as good a right to judge and act in matters of religion as civil rulers or the learned clergy." This independence of thought encouraged the belief that colonists had the ability and the right to make their own decisions in government matters as well.

The Great Awakening also united colonists from north to south in a common experience. The colonists overcame regional barriers, which helped pave the way for the rapid spread of revolutionary ideas and excitement during the struggle for independence.

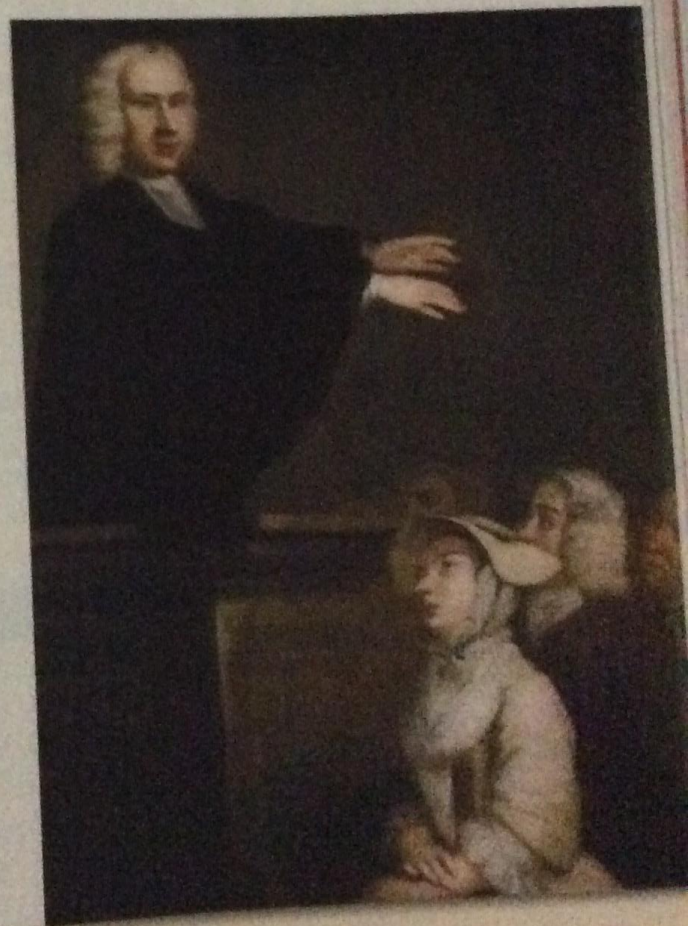
### The Enlightenment

By the middle of the 1700s, many educated colonists were also influenced by the Enlightenment. This movement, which began in Europe, spread the idea that knowledge, reason, and science could improve society. In the colonies, the Enlightenment increased interest in science. People observed nature, staged experiments, and published their findings, much as Benjamin Franklin did. The Enlightenment also promoted freedom of thought and expression, a belief in equality, and the idea of popular government.

### Ideas of Freedom

Freedom of the press became an important issue in colonial America. Newspapers in colonial cities, such as Boston and Philadelphia, carried political news and often faced government censorship. Censorship is the banning of printed materials because they contain unpopular or offensive ideas.

Ministers such as George Whitefield (shown below) and Jonathan Edwards swayed crowds with their vivid, emotional style of preaching.



### Academic Vocabulary

**emphasis** a special stress or indication of importance

### SKILLS PRACTICE

Keep a list of connecting words. Look at it when you are speaking and want to put connected ideas into one sentence.

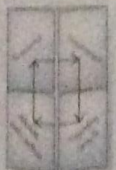


John Peter Zenger's newspaper, the *New-York Weekly Journal*, was the battleground in an early case about freedom of the press.

**civic virtue** the democratic ideas, practices, and values that are at the heart of citizenship in a free society

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In 1733 publisher John Peter Zenger, in his newspaper the *New-York Weekly Journal*, accused New York's governor of corruption. For criticizing the governor, officials charged Zenger with a crime and threw him in jail. Zenger argued that the statements he had published about the governor were true. Therefore, he claimed, he had the right to publish them. Zenger's lawyer, Andrew Hamilton, made a stirring defense:

**PRIMARY SOURCE**

66 The loss of liberty in general would soon follow the suppression of the liberty of the press; for it is an essential branch of liberty, so perhaps it is the best preservative of the whole. 99

—from *The Trial of John Peter Zenger and the Birth of Freedom of the Press*, by Doug Linder

The jury found Zenger not guilty. The case is seen as a key step in the development of a free press in this country.

**Civic Virtue**

Colonists were beginning to form new ideas of freedom. They began thinking in terms of **civic virtue** (SI•vihk VUHR•choo)—democratic ideas, practices, and values that form a truly free society. De Crèvecoeur was writing about these ideals when he described the spirit of the new American. Benjamin Franklin was a shining example of civic virtue at its best. Colonists would soon put their belief in civic virtue into action. These ideas and actions would become the building blocks of a new nation.

**READING PROGRESS CHECK**

**Analyzing** In what ways did the First Great Awakening influence American society?

**LESSON 3 REVIEW**



**Review Vocabulary**

- Describe how each of the following terms relates to culture and society in the thirteen colonies. 30A
  - immigration
  - epidemic
  - apprentice
  - civic virtue

**Answer the Guiding Questions**

2. **Explaining** What were the typical family responsibilities of husbands and wives in colonial America?

3. **Explaining** How did the Enlightenment and ideas of civic virtue influence colonists' beliefs about government? 3C

4. **EXPOSITORY WRITING** In a paragraph, explain the factors that contributed to population growth in the thirteen colonies in the 1600s and 1700s. 30D

